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ABSTRACT

The preservice teacher education practicum described in this practicum paper sought to provide affordable, convenient reading tutorial services for K-8 children. Participants were mentor teachers, preservice teachers, and students from the community. A twilight school was established that provided professional development opportunites for teachers in mentorship positions with preservice teachers from a campus-based college program. Evaluation questionnaires regarding general satisfaction with the program were completed by parents and mentors; these questionnaires served to measure the overall success of the twilight school. Outcomes of the practicum were positive: all objectives were reached successfully with positive feedback from all groups participating; mentorship provided a means for professional development of teachers, twilight school provided a reliable source of income for teachers as well as affordable, accessible, and amenable tutorial service for community children. A mission statement, and copies of teacher/mentor survey, mentor evaluation, parent evaluation, parent application, skills checklists, mentor coordinator's job description, individual instructional plan, and mentor's job description are appended. (Contains 27 references.) (LL)

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ED 406 323

Providing Affordable, Community-Based Tutorial Services for K-8 Students Utilizing Master Teachers as Mentors to Preservice Education Majors

by

Mary Kathryn Lopez

Cluster 38

A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Mary Kathryn Lopez under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

12-6-92

Date of Final Approval of Report

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Advisor

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ABSTRACT

Providing Affordable, Community-Based Tutorial Services K-8 Students Utilizing Master Teachers as Mentors to Preservice Education Majors. Ft. Lauderdale, Florida. 1992: Practicum II Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Mentorship/TeacherEducation/Salaries/Achievement/Tutoring Tutorial Programs/Professional Development/Collaborative Programs

The aim of this practicum was to provide teachers with a reliable source of additional income while providing professional development opportunities. Further, the practicum sought to provide affordable, convenient reading tutorial services for K-8 children in the community. Three groups participated, one of mentor teachers, a second, preservice teachers and the third, children of families from the community.

A Twilight School was established which incorporated three facets: affordable reading tutorial services for community children in grades K-8, professional development opportunities for teachers in mentorship positions with preservice teachers from the campus based college program, and a reliable source of income for the mentor teachers. Mentor training provided a framework for developing the teacher as mentor relationship. Collaboration with the college progams and professors established the scheduling. Clients from the community were solicited via assorted marketing strategies. Questionnaires designed by the writer regarding general satisfaction with the program from the parents' perspectives and regarding programming and managerial and financial apects for the mentors served the purpose of formative and summative evaluations and measured the overall success of the Twilight School.

Outcomes of this practicum were positive. All of the objectives were reached successfully with positive feedback from all groups participating. The data from this practicum indicated that: (a) mentorship provided a means for professional development of teachers,

(b) Twilight School provided a reliable source of income for teacher, and (c) Twilight School provided affordable, accessible and amenable tutorial services for community children.

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CHAPTER I

INTRODUCTION

Description of Community

The work setting is an elementary laboratory school of a private, southeastern university which is comprised of four-year-old preschool levels through fifth grade. The overall population is 565 students and 51 faculty and staff. The students are bused or brought to school via automobile; the students in attendance at the laboratory school are not children from the immediate community. Enrollment is open to all students meeting the entrance requirements. These requirements stipulate that children score at or above grade level on a standardized achievement test, and that previous school records be presented for consideration prior to acceptance.

The instructional design of the setting is team teaching. With the exception of the preschool for children four years old and fourth grade levels, all teams are comprised of four teachers with an average class size of 25 students. In the preschool program, there are three classes and in the fourth grade, five. All grade levels are supported by teacher aides, one in

each level except kindergarten and first grade where there are two aides. Aides assume teaching responsibilities in the absence of a teacher except in the case of an extended illness or if the teacher needs to take an unpaid leave of absence.

One scheduled, common planning time per day is provided for each team, during which time children participate in physical education, music, art, and typing. Slight variations occur appropriate to the level. Other than beginning and ending planning days, three teacher inservice days are scheduled and three one-half days of planning are incorporated into the school calendar.

The faculty of the laboratory school and children from the surrounding suburban areas are the target populations for this practicum. Several small communities comprise the immediate vicinity, and each is representative of a cross section of races, income levels and professions. Within a 10-mile radius, there are 20 schools serving children from kindergarten through eighth grade, although not all schools include all nine levels. These schools include public schools, private schools and religiously affiliated or sponsored schools.

The faculty at the laboratory school are all certified in the appropriate areas and many have dual areas of certification. Additionally, more than three-fourths of the faculty maintain advanced degrees, with others currently enrolled in graduate degree programs. Additional continuing education requirements include those regarding maintaining accreditation status, and may be, but are not necessarily part of, fulfilling certification requirements. All faculty members are evaluated yearly by the Director and must demonstrate competencies reflective of the mission (see Appendix A) of the school, specifically, and the system, generally.

Faculty members are expected to perform additional responsibilities including carpool and bus supervision and lunch and playground duties. Contact calls and personal conferences on a six week schedule are minimal expectations. Written documentation of these communications is also required. Faculty members also participate in ongoing evaluation of needs of the site and, on a more global basis, serve on committees designed for formative evaluation or in the planning and implementation of strategic plans for the whole school center. Faculty meetings are held, generally on an a

"as needed" basis, so that all members are expected to attend. Team meetings with the Director on a weekly basis during scheduled planning time are also part of the ongoing desire for all members to be recognizant of the current status of each particular unit.

Writer's Work Setting and Role

The writer is in an administrative role in the work setting. Specifically, the writer is the coordinator for a resource program which includes numerous responsibilities in addition to those ascribed to other faculty members. Unique to the position are responsibilities such as specification of referral procedures and the coordination of schedules between different grade levels. The writer is responsible for diagnosing, prescribing, staffing which also includes administration of fee schedules and budgets, billing, as well as implementing specialized instruction for children within the school setting. The writer supervises an additional staff member providing instructional services for a portion of those children staffed into the program. This allows for the instruction of all resource clients to be shared, and has generally been divided by grade level.

The writer also works in the capacity of a resource person for the classroom teachers. The writer may provide information regarding the design of appropriate modifications to the regular curriculum according to individual needs. Inservice instruction is also provided to the faculty at the request of individual teachers or the Director. A final responsibility includes serving as Director's Designee in the absence of the Director and Academic Coordinator.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

In the writer's setting, teachers were often unable to participate in professional development opportunities outside of those required by the school or certification standards because of the need to supplement their incomes with outside employment. Typically, that additional means of income was secured through private tutorial, a sometimes complex process. The policies of the school imposed certain restrictions which applied to tutoring students enrolled in the same setting. These restrictions included limiting tutorial services to children more than one grade above or below the tutor's employment placement to insure that a conflict of interest was not questionable. Further, if the student was to be tutored at school, it had to take place after the regularly scheduled teacher day, which meant that after school the child needed to attend day care, for which there was a minimal charge, or go elsewhere and return at a later time.

Teachers tutoring students not enrolled in the

setting had to make arrangements for meeting at places other than the school because of insurance and liability concerns. Teachers often left school as early as possible, taking with them unfinished school work, or leaving it until the next day when that was appropriate. Since the instructional arrangement was that of team teaching, this sometimes impacted tasks, activities or additional shared responsibilities of the team. General responsibilities such as those described previously also consumed much of the teachers' time, either at school or in the evening. All of this contributed to a diminished amount of time for pursuing opportunities for professional development.

Secondly, many children in the community needed affordable tutorial assistance for continued success in school. Historically, parents had telephoned the school for referrals of teachers to tutor their children. When the teacher returned the call and described the services which were available through private tutoring, the parent then had to consider the cost of these services. Too often, the fee which the private school teacher charged was more than many families could afford. While some parents were able to adjust finances to meet this

need, others could not and the child was left without the professional support which would have helped the child reach the greatest potential.

The problem to be solved by this practicum dealt with these two areas. First, private school teachers in the writer's work setting had little time to develop their professional skills because of the need to work outside the school setting for financial reasons, and this work usually consisted of private tutoring. Secondly, many families in the community needed tutorial services that would meet not only the academic needs of the student but the needs of the parents as well in terms of availability, affordability, and amenability.

Problem Documentation

Documentation regarding the problematic nature of teachers' time and the need to supplement incomes was collected through a survey designed by the writer (see Appendix B). The results indicated a need as well as an interest in continuing to develop professional skills and supplementing incomes. Additionally, teacher requests to the Director for tutorial referrals, as well as personal interviews between the writer and teachers, served to establish that a real problem existed. Attention to the

second problem, that of parents in the community needing affordable tutorial services was gathered through personal interviews with public school teachers as well as from data collected from telephone requests to the school for the purpose of securing private tutorial assistance.

The results of the teacher survey (see Appendix B) provided evidence that 24 of the 26 instructional staff needed, at some time, supplemental income. Of that group, 23 have tutored privately to secure that additional income. Related to the issue of professional development, the survey indicated that although job responsibilities were great, the teachers continued to participate in professional development activities. Responses showed that 24 of 26 had participated in professional development over and above the requirements for recertification. The numbers in this case were misleading. Hours required by the Director for inservice training and continuing education courses were specified as means by which some of the faculty participated in these activities, but are not those which the writer sought to elicit. Nevertheless, it did indicate a strong degree of commitment to the profession and personal

efficacy. Of the total group of 26, 18 indicated an interest in participating in a program which would offer the opportunity to enhance professional skills and supplement income.

Additional results of the teacher survey indicated that those teachers tutoring privately spent more than five hours per week in this capacity. Most of the children were from other schools and were referred to the teachers by friends. Charges were at least $25.00 per hour.

These results confirmed for the writer that the faculty demonstrated a desire to enhance skills. This desire was impacted by the need to work outside of school in order to supplement incomes. For this group of teachers, private tutoring had served that purpose, but was costly related to the amount of time required.

A telephone log registered the number of calls received by the school of requests for tutorial services. The data indicated that following September and October, the trend was for the number of calls to increased and then to remain stable throughout the winter months with a slight increase again in April. Further, teachers documented requests which were received on a more

personal basis. Clearly, the need for tutorial services was necessary.

Causative Analysis

The issue of teachers and professional development at the writer's setting seemed to be largely caused by two problems. The first of those problems was the amount of time required by the teachers to fulfill the requirements of the job, which was often more than teachers in the public sector experience. The second factor related to the issue was that teachers in the private sector are often remunerated at a lower salary than public school teachers, and additional sources of income are required in order to maintain teaching status in the private sector. In the writer's setting, yearly salary increments were not stablished. This meant that not only did the teachers face the possibility of having no job since the number of teaching positions is directly dependent upon enrollment, but also that they could not rely on a steady percentage of annual increases. This uncertainty led the teachers to seek additional financial support, often through tutoring students privately.

The second issue concerned the growing evidence that

nationally children are achieving less and less especially in basic skills, which then impact higher order skills. Lowered achievement scores have been attributed to increased class sizes, teacher apathy, fewer special programs, and general cutbacks (Blume, 1984; Martin, 1988; West, 1984; Williams, 1983; Wise & Shaver, 1988). Parents from the community recognized the educational needs of the children, and often sought private tutoring in order to address those weaknesses. Calls to the writer's school to inquire as to the availability of tutors were common. Referrals were channeled usually by grade level, or area of expertise. When the teacher returned the call to discuss various components of setting up a tutorial session and the fees were shared, the parent often expressed concern related to the affordability of a private tutor. When the parent was unable to make adjustments to meet this increased financial responsibility or an alternate means of addressing the child's needs, those needs were likely to go unmet.

Relationship of the Problem to the Literature

The literature recognizes the dilemma of teachers and the need for continuing professional development opportunities, as well as lowered achievement scores of

students. Schlechty (1990), concerned for the future of America's schools and an advocate of reform, laments that without major efforts toward the professionalization of the teaching profession and providing for the continuing needs of teachers to systematically improve or enhance skills, America's schools will continue to fail at meeting the needs of society at large. Healy (1990) provides evidence that declining achievement scores are indicative of a greater problem, but maintains that since the 1970s, even the lowered reading test scores do not truly describe the critical point which achievement scores have reached.

Pertinent to professional development, the literature reveals that the time demands of the profession impact the time available to pursue these opportunities. Evidence is provided that teachers are required to spend time outside of the classroom in a number of extracurricular activities without supplemental pay by a number of authors, but Powell (1986) provides the most substantial statement regarding the responsibilities of the private school teacher and time demands. Powell's research defines the difference in the number of actual hours spent by the independent

school teacher in activities such as preparation time, or correcting papers in addition to those activities such as coaching, acting in the capacity of advisors to clubs and in evaluation of student progress.

In each case, those numbers exceed those required by teachers in other settings. In terms of general work hours, independent school teachers spend approximately 48 minutes per week per student as compared to 28 in the public setting. Preparation and clerical types of responsibilities accounted for ten of 55 work hours in the private sector with nine hours of 45 in the public sector. Additionally, almost half of the private school teachers participated in advisory type of student interactions as compared to only 14 percent of public school teachers.

These statements are validated elsewhere in the literature. Evidence for these demands being greater may be seen as having three causes. First, in the private sector, the need for a few hands to accomplish a number of tasks is greater than in the public setting. Secondly, the private school must make a greater effort in order to facilitate ongoing communication between the client and the school regarding students' progress, needs, or other information. Third, the requirement that

teachers participate in professional development opportunities during the summer months is not realistic. This is due to the fact that the need for supplemental income is great enough that the time required to maintain a certain financial level supersedes the desire for enhancing one's professional status (Bell & Roach, 1988; Kaikai & Kaikai, 1990; West, 1984).

In the literature, lowered achievement scores are reported in a somewhat broader nature. That is, public and private school achievements are sometimes compared, but the trend is to evaluate achievement from a global perspective. The evidence reveals that, as a nation, the lowered achievement of students is a matter of great concern (Blume, 1984; Martin, 1988; West, 1984; Williams, 1983; Wise & Shaver, 1988). In another report, Scott-Jones (1985) confirms this data but elaborates with a comparison of private and public schools. This author recognizes that although the scores of private school students may look higher, information is omitted which may give a more realistic, but less optimistic picture. Self selection of schools and curricular choices are among the choices which are not often considered in comparisons of this nature. The suggestion is made that

comparisons occur at the college level, rather than earlier.

Scott-Jones (1985) contends that achievement scores from public schools is a critical issue, especially for poor or minority students. Healy (1990) specifies that verbal scores on the SAT have declined by 47 points, and math scores by 22 points. Recognizing that tests are being attacked as well, Healy maintains that this measure does provide a means by which to evaluate achievement over a period of years. Worse, Healy continues to document the inability of children to do more than just recognize words; that is, the issue is that children may be able to recognize words within context but are unable to manipulate the language or to comprehend on levels exceeding the literal level, and questions whether the lowered scores which are reported may not actually be lower.

Research suggests that for teachers, whether in the public or private sector, there is a relationship between the time spent in professional development and the need to supplement salaries. Scott-Jones (1985) documents that salaries of teachers are lower than the mean professional salary for men, with the difference being less for women. Low pay for teachers and increasing

demands to produce children with acceptable skills, accompanied by the fact that in many cases, private school teachers are expected to undertake various extracurricular tasks with no remuneration (Blume, 1984; Littleford, 1984), provides little time for additional pursuits. Although the reported incomes of private school teachers are much lower than those for public school teachers (Littleford, 1984; West, 1984; Williams, 1989), outside employment is required for financial survival even for some public school teachers (Bell & Roach, 1988).

Research suggests a causal relationship between lowered achievement scores at all levels (Healy, 1990), and teacher attitude related to three factors: the demands of continual adaptation of the profession, the ability to make an impact at a higher level and student achievement (Kaikai & Kaikai, 1990; Littleford, 1984; West, 1984). Kaikai and Kaikai provide more specific instances in delineating these concerns as instrumental in causing teacher burnout. Institutions of higher learning and industries substantiate the concern of the basic skill level of those students entering college and those individuals entering the work force (Martin, 1988; Scott-Jones, 1985; West, 1984).

Contributing causes which may be seen as directly influencing these three areas are recognized in the literature. The variables of time required for preparation of materials for quality instruction, extracurricular responsibilities which sometimes do not provide remuneration, and the need to supplement salaries via outside employment are revealed (Bell, 1989; Kaikai & Kaikai, 1990; West, 1984).

A final cause relates to lower salaries for private school teachers than for public school teachers (Littleford, 1984; Scott-Jones, 1985; West, 1984; Williams, 1989). Undefined salary structures common in the private sector regarding yearly increases, meritorious pay, stipends for additional responsibilities, and increases for advanced degrees or multiple certifications (Littleford, 1984; West, 1984; Williams, J., 1989; Williams, R., 1983; Brennan, 1981), or other unspecified factors contribute to the teachers' sense of insecurity regarding financial expectations or needs. Additionally, private schools are largely tuition driven, which impacts the ability to match tax payers' dollars for education (Littleford, 1984; West, 1984; Williams, J., 1989). Economic trends effect enrollment,

which in turn impacts salary, and this adds further concern regarding teachers' financial status.

Tutorial programs are supported in the literature. The incorporation of tutorial programs not only for the development of academic skills but for self concept enhancement have been successful (Davis & Denton, 1987). Other programs have been successful when peer teaching or tutoring has been used and have made an impact on slowing the downward trend of achievement scores (Chandler, 1988; Michigan State Board of Education, 1990). Some authors suggest that in general a "back to basics" movement will improve scores without the necessity of tutorial programs (Blume, 1984; West, 1984).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and objectives were projected for this practicum. The goals of the writer were two-fold. The first goal was for teachers to have a resource for income other than "haphazard" tutoring while being able to participate to a greater extent in professional development opportunities. The second goal was that parents in the community would have access to tutorial services which were easily accessible, affordable, and appropriate to the needs of the students.

Behavioral Objectives

The specific objectives were identified as prerequisites to meeting the established goals of the practicum:

1. after the implementation period, all participating teachers will report an increased amount of time spent in professional development

activities as measured by a questionnaire (see Appendix C) designed by the writer.

2. after the implementation period, half of the participating teachers will report fewer time constraints regarding the need to supplement income and continuation of personal career development as measured and validated by a writer designed questionnaire (see Appendix C).

3. after the implementation period, all participating teachers will report increased income and greater reliability of income as measured by a writer designed questionnaire (see Appendix C).

4. after the implementation period, more than half of the parents enrolling students in the program will report satisfaction with, or value and appreciation of a community based tutorial program as measured by a questionnaire (see Appendix D).

Measurement of Objectives

Objectives were measured by a modified pre-post questionnaire procedure designed by the writer. The pre-post test design also provided flexibility for comparisons which were made between specific descriptors. This design was time efficient for those completing the

instrument and could be easily altered to meet needs which became evident during the course of the practicum, specifically from period to period. The questionnaires also had the flexibility to be used as assessment of needs for planning the training sessions and for both formative and summative tools of evaluation.

The questionnaires also included some questions of an open ended nature in order to assess observations which were not specifically objectives of the practicum. However, the pre-post test design was the one most heavily relied upon for assessment purposes.

Initially, information obtained from both the mentors and parents consisted of evaluating the situation as it existed. The change for the mentors was made up of training sessions to effect the mentor relationship which was viewed as an alternative to a tutorial situation for an eight week term yet provided a reliable and constant source of income. For the parent, change was effected via the provision of an affordable, convenient tutorial service, although not the result of the tutoring, which was measured by an informal reading inventory administered by the preservice teacher. Post-

questionnaire measures evaluated the effect of the program for both groups.

For each session, mentor and parent evaluations were analyzed utilizing raw scores for each of the descriptors. At the end of the implementation period, comparisons were made between the positive and negative responses. These procedures were used as ongoing, or formative measures of the needs of the program. Changes were made as a result of these formative assessments. The summative evaluation was the result of the last session carried out during the implementation period as well as the cumulative results of previous sessions.

CHAPTER IV

Discussion and Evaluation of Possible Solutions

The status of teachers is recognized in the literature as vital in securing a more efficient and effective system of educating the youth of America (Schlechty, 1990). Among the many factors which comprise this mammoth issue are those of professional development and salary structures. Recognition of the teacher and the worth of the individual seem to be at the root of many of the solutions provided in the literature. Globally, attention is given to cooperative efforts between universities or colleges, utilization of the teacher's expertise to become more of a facilitator and the use of teachers as mentors to preservice and beginning teachers. Further, the literature presents considerations for compensating teachers in ways which may be more demonstrative of the time and commitment with which the profession is pursued.

It is noted that often inservice or staff development opportunities are limited to the work setting itself rather than cooperative efforts and that this has not been effective in meeting teachers' needs (Kaikai &

Kaikai, 1990). Hirsh and Ponder (1991) lend credibility to this assertion in their research by documenting a disinterest on the part of teachers regarding the typical inservice day. Dumser (1991) presents the use of "mini-sabbaticals" for dealing with this issue. Coordinated efforts between classroom teachers and county level personnel, for the purpose of sharing ideas is the suggestion made by this author. The format suggests interested teachers formulating proposals and sharing, or networking them, with other professionals in the county interested in the same issues. The issues do not necessarily need to deal with academic behavior, but may also include affective levels of interaction for improving student behavior.

Collaboration between institutions of higher learning and schools has received great support. Not only are continuing education courses stressed for professional development, but should include utilizing the classroom teacher's expertise to be more of a facilitator rather than learner. This may be accomplished, for example, by the training or demonstration of instructional practices to preservice teachers or parent groups wishing to learn more about enhancing children's readiness or basic skills. Hirsh

and Powell (1991) support this collaboration for the purpose of redefining teacher preparation as well as for using classroom teachers as a means to test and try out new strategies. Mentorship programs are suggested as one way to provide opportunities for the classroom teacher to share expertise, and improve or extend existing skills.

Mentorship is recognized as a viable and positive opportunity not only for the teacher, but for the novice, as well. As awareness grows that teacher education reforms are in order, the option of using teachers as mentors provides one type of solution. The purpose of using mentors is necessarily to improve content area knowledge (Kennedy, 1991) but to provide a support system for the novice. Kennedy believes that mentorship programs are not always successful and gives suggestions aimed toward fostering success through training of mentors and allowing mentors to be released from regular responsibilities so that the mentorship role is the most important aspect of that teacher's position. The importance of teacher growth and support the use of mentors as a resource to provide personal and psychological growth for both mentor and mentee is recognized by many (Clemson, 1987; Hirsh & Powell, 1991; Thies-Sprinthall & Sprinthall, 1987). Liebert (1989)

likewise supports the use of mentors for preservice teachers. Stages of development which are descriptive of both mentor and preservice student are examined, and results regarding the positive development of each individual regarding professional worth and shared expertise lend further credence to mentorship as a means to professional development.

Specifically, mentorship programs have been and continue to be utilized in order to meet the growing demands of teacher preparation and professional development. Beck (1989) documents that professional development is the area most affected by mentorship. Although this was not specifically a mentor/teacher and preservice or beginning teacher relationship, the results may be generalized that availability of professional expertise and greater opportunities for "real" experiences are similar to the relationship examined in this practicum. Beck also substantiates the findings of Thies-Sprinthall and Sprinthall (1987) regarding the effects of mentorship to be of both personal and professional value.

Million (1988) and Hawkes (1987) recognize the inherent worth of mentorship programs toward the

development of leadership skills and provide guidelines for the selection of mentors. Each author is convicted that the mentor should fulfill the need of counselor, facilitator, and supporter. The mentor should not be in the position of making formal evaluations, but should provide the type of interactive relationship in which multiple leadership characteristics are modeled and developed.

Peters (1990) and Kaikai and Kaikai (1990) view mentorship opportunities as a means of meeting the needs of teacher education programs but also as a way of retaining capable teachers who often leave the profession as a result of burnout, dissatisfaction with the profession and the status relegated to it. Still other authors define specific mentorship programs, and the positive impact felt at all levels regarding the cooperative efforts between college or university level and school level. Descriptions of mentorship programs which have increased preservice teachers', beginning teachers', or parent volunteers' perceptions of acquired professional skills are available (Galvez-Hjornevik, 1985; Warring, 1990; Wise & Shaver, 1988). These programs have also shown the process through which a mentorship program may be developed at various levels.

The literature also makes suggestions relative to the issue of use of teachers' time to supplement incomes. First, the literature suggests compensation for those duties which are currently completed as part of the job description. These may include, but are not limited to, the participation as committee members for program development, mentoring of beginning teachers, or acting as lead teachers. Littleford (1984) and R. Williams (1983) see the provision of additional income, especially for the private school teacher, as vital to the maintenance of that population and the future of an effective educational system. Other suggestions found include use of supplemental pay for additional class loads as well as for tutoring needy students. (Brennan, 1981; Kaikai & Kaikai, 1990).

The research regarding teacher salaries is not promising, but suggestions are made which may lead to a greater awareness of the problem. Private school salaries have been, and continue to be lower than those in the pubic sector (Littleford, 1984; Williams, J., 1989). Many solutions to this problem are somewhat inflexible, at least from the point of view of the teacher. These options include the use of merit pay, defined salary structures, specific guidelines for yearly

increases or specialized assignments and increments for advanced degrees (Brennan, 1981; Hecker, 1986; Littleford, 1984; Peters, 1990; Williams, 1983).

Some authors indicate that the solution to teachers' need to supplement salaries should be met by providing those means within the system. Providing differentiated professional development opportunities will be critical factors in improving the levels of achievement (Hecker, 1986; Wise & Shaver, 1988).

In meeting the needs of teachers from a financial standpoint, it is hoped that those individuals with the greatest amount of expertise will remain in the field. Another benefit to increasing salaries, or the opportunity for supplemental pay for extra duties is that the teaching profession will once again be attractive to individuals skilled in the content, most specifically, the sciences and mathematics. An additional suggestion lies in a "back to basics" movement with emphasis on reading and writing (Blume, 1984; West, 1984).

Many authors have explored alternatives to this seemingly downward trend in achievement. Chandler (1988) suggests that making instruction more individualized through peer teaching or tutoring will promote greater

achievement. Other investigations have yielded similar suggestions. In Michigan (Michigan State Board of Education, 1990) numerous suggestions for increasing achievement are provided, and guidelines for establishing tutorial programs and the benefits which can be obtained through tutoring and tutorial programs are discussed.

Similarly, in New York (New York City Board of Education, Office of Educational Assessment, 1987) evidence regarding the effectiveness of tutorial programs has been established by Davis and Denton (1987) who report the incorporation of tutoring which develops academic skills as well as self concept as beneficial to low achieving and minority students.

Evaluation of Solutions

Many suggestions provided in the literature had potential for utilization in the writer's setting (Hirsh & Powell, 1991; Kennedy, 1991) while others were out of the writer's scope of authority. Those components providing for specification and differentiation of salary supplements could not be altered. Provisions for alternate ways of addressing the income needs of the teachers could be met through the initiation of a new program (Littleford, 1984; Williams, J. 1989). Such a program could create revenue for the specific purpose of

compensating teachers for participation as well as for meeting other operational expenses. The program would be designed on a break even basis, so that any costs would be minimal.

Mentorship programs received much attention in the literature regarding the value such programs provided to the mentor and mentee (Clemson, 1987; Galvez-Hjornevik, 1985; Hawkes, 1987; Million, 1988). Because the writer's setting is one of 12 centers of the university, with a teacher education department as another, mentorship has great possibilities. A mentorship program which sought the collaboration of college instructors, preservice teachers and classroom teachers might be able to meet a number of needs.

First, the classroom teacher became involved in teacher education, the results being documented that this was a positive means of addressing professional development through sharing expertise which enhanced one's skills (Beck, 1989; Hawkes, 1987; Millon, 1988; Thies-Sprinthall & Sprinthall, 1987). Tutoring needy students was another suggestion provided in the literature (Brennan, 1981; Kaikai & Kaikai, 1990) which aligned itself with the mentorship aspect of professional

development and also a viable solution for the writer's setting. Children from the community, with needs in academic skills, were candidates for tutorial services which may not have been available earlier based on obstacles concerned with location, time or cost (Chandler, 1988; Davis & Denton, 1987).

The solutions generated by the writer, based on the principles of sound programming and given credibility in the literature were feasible, though somewhat complex. Coordination of efforts among the community, the college, and the laboratory school was necessary to implement a positive solution based on this available research.

Description of Selected Solution

The solution the writer generated sought to incorporate professional development opportunities with monetary compensation while meeting the needs of students in the community. This was accomplished through the coordination of those elements recognized in the literature as conducive to the empowerment of professionals. Since the purpose of the practicum was two-fold: attainment of opportunities for professional development which would also supplement salaries and meeting the academic needs of children in the community

in a appropriate and affordable setting, both components needed to be operated simultaneousl. Initiation of a reciprocal and cooperative effort between the laboratory school and the instructors and students of the teacher education department of the college, which is one of the twelve centers operated on campus, was implicit.

Specifically, a Twilight School was developed. In the Twilight School, master teachers acted as mentors to preservice students who were enrolled in the evening Career Development Department's Education Program as they engaged in hands on field experiences with children from the community. The Twilight School operated in the writer's setting and was opened to community children in grades kindergarten through eighth grade. Reading skills was the area of instruction provided by the preservice students enrolled in the college courses specific to that content. These tutorial sessions, implemented by the preservice teacher, and in accordance with the guidelines established by the course instructor, were supervised by the mentor teacher from the writer's setting and were evaluated by the course instructor. The tutorial sessions were designed around the college calendar, running for eight weeks. Initially, the Twilight School was designed to be opened one evening

per week, from 6:30 to 7:30 p.m.. Clients would pay a break even charge for the 8- week session, payable in two installments.

In addition to that content required by the course itself, instruction included an individualized instructional plan, computer assisted instruction and the administration of an informal reading inventory in the areas addressed during the eight weeks. Having the college portion of the tutorial established, the mentorship component was designed to provide guidance through effective modeling, building skills related to the teaching profession and greater awareness of the processes and methods comprising the teaching profession. The responsibilities of the mentors were limited from an evaluative standpoint, as research (Hawkes, 1987) has established the need for mentors to fulfill a role separate and distinct from the course instructor.

The Twilight School was the vehicle for meeting all of the needs. The school was opened initially one evening per week, with the flexibility available for expansion to four evenings per week, depending upon enrollment at the college level and interest in the community. The school provided clients to the preservice teachers for hands on field experiences. The tutorial

sessions themselves lasted for one hour per evening over an eight week period. The Twilight School, which offered TUTOREASE, was run by a Coordinator. (TUTOREASE is an acronym which was used in advertising the school and represented the nine features of the school: Timely, Useful, Targeted, Organized, Reasonable, Empowering, Available, Specialized and Exciting.) Clients were solicited through advertisements in the community via newspapers, free announcements, flyers, church bulletin boards, and other low cost, available means. Parents paid for this service, the total cost being $120.00, or a per hour charge of $15.00; with billing procedures allowing for payment in two installments, the first and fifth weeks. This allowed mentors to be paid $25.00 per hour. The Coordinator was paid $400.00 for each term. Additional monies were used for the purchase of materials and general overhead costs such as insurance, electricity and replacement costs. Additionally, parents were asked to fill out an application form provided by the writer (see Appendix E). To identify the needs of the children the writer provided a checklist of skills for a range of grade levels, such as K-2, 3-5, 6-8 (see Appendix F). The skills were synthesized from

multiple sources as skills recognizant of the needs of students in the specified grades.Finally, parents were asked to provide the Twilight School with a copy of the child's most current report card.

The selection of a teacher as Coordinator was based on factors recognized as positive qualities of mentors, but also needed was a teacher who had already demonstrated leadership skills (see Appendix H). The responsibilities of the Coordinator were to coordinate the requirements of the college instructors and acted, generally, as a liaison between the college and laboratory school. The Coordinator was also responsible for collection of client applications (see Appendices E and F). Two behavioral objectives were written for each client in the form of an Individualized Instructional Plan (see Appendix G). These were disseminated among the mentors and preservice teachers at the initial meetings. The Coordinator monitored the progress of the clients and if necessary, provided assistance to the mentor/ preservice teacher team for modification of objectives.

Crucial to the success of the Twilight School was the identification and selection of mentor teachers. Those qualities recognized as indicative of positive mentorship abilities, desire, and need were considered.

Teachers had to fit the criteria specified in a job description designed by the writer (see Appendix I) and agreed upon by the instructors of the college courses.

Training was coordinated with the college instructors regarding the requirements of the education majors and specific instructional methodology which would be part of the course content. Training for the teacher as mentor was designed to incorporate those facets documented in the literature (Hawkes, 1991; Million, 1988)as most effective and goals for the mentors as well as for the education majors were specified.

Collaboration and coordination of programming between Twilight School and education courses was facilitated through meetings between the writer, college instructors, Coordinator of the Twilight School and mentors so that any necessary discussion would include all participants. The staff of the Twilight School received information regarding the specific objectives required by the education majors. They were trained in the process of effecting those behaviors, and in training the preservice teachers to meet the instructional needs of the clients.

In order to demonstrate the acquisition of leadership and supervisory skills as explained in the

goals of the practicum, mentors communicated the impact of these experiences during each term via a summative evaluation collected at the end of each eight week college term. To effect this, mentors were part of a collaborative team and were instrumental in implementing a plan of instruction as designed by the course instructors and Coordinator. Mentors met with the preservice teachers in seminar sessions designed to facilitate lesson implementation and for the purposes of providing suggestions for initiation of activities and feedback following instruction. Mentors also acted as models for specific instructional methods and for the first session, demonstrated effective teaching practices for the observation of the preservice teacher.

The initial class meeting served numerous purposes. Here, mentors and preservice teachers were matched, with the understanding that one mentor would work with those preservice teachers for the entire eight week period unless the combination was ineffective. Secondly, clients were provided, with background data and the objectives selected by the Coordinator. A third purpose served at this meeting was an explanation of schedules for the prior review of lesson presentation, observation, instruction by the mentor. Feedback following the lesson

was also made clear. The format included mentors and preservice teachers meeting for approximately one half hour before instruction began. At this time, mentors demonstrated instructional techniques or provided other feedback regarding the implementation of the particular lesson. Mentors and preservice teachers sometimes chose to meet after the tutorial session had concluded for further feedback or at additional times during the week to facilitate the development of future lessons or instructional practices. Mentors were responsible for the preparation of the first evening's activity, and perhaps subsequent lessons as needed by the preservice teacher.

Not only was feedback from the mentors expected in the way of formative and summative evaluations, but evaluation in terms of student progress and parental satisfaction, as communicated in the goals of the practicum. The progress of the clients was measured by percentage of right/wrong answers on individual objectives based on comparisons between initial and and ending percentage of correct answers. At the end of the 8-week session, parents evaluated the program via a questionnaire designed by the writer (see Appendix D). These evaluations served as summative evaluations for the

eight week session, and formative evaluations for subsequent sessions.

Report of Action Taken

Twilight School operated in conjunction with an evening teacher education college program which aimed to increase preservice teachers' field experiences. Twilight School operated on the same 8-week session followed by the college.

Permission to operate Twilight School was secured from the University. This involved submitting budgetary proposals as well as a description of the program and coordination with the appropriate college level officials. The original budget specified that one mentor per 10 clients would be hired, with one additional staff member present for three sessions to oversee the computer lab operation. The Coordinator would be hired regardless of number of children enrolled. Additionally, justification and explanation of the program included differences between Twilight School and an existing program whose target population is learning disabled children.

Marketing strategies were designed according to the policies specified by the University. Flyers which were

designed also had to be approved. Other public relations strategies were discussed as well and several options were chosen. Since one of the target populations was the community children, most of whom attended public school, a letter describing Twilight School with a copy of the flyer was sent to the Superintendent of Schools. The possibility of advertising in the county schools had to be approved by the local school board.

In the interim, flyers were distributed to private preschools, kindergartens, day care centers, elementary and middle schools within a ten mile radius. The University facilitated press releases to internal and external news sources so that children could register well in advance of the first evening.

During this phase, the Mentor Coordinator was hired along with six mentors. It was explained to the mentors that they might not all be used during the first session, as the requisite number was dependent upon enrollment, which had not been determined. The training sessions were necessary regardless of which session the mentor participated, so this actually turned out to be a time saver for both the writer and the teachers. For these training sessions, a manual had been developed which

outlined background information as well as specifics of the total program. Training for the mentors consisted of two meetings. The first provided specifications regarding the mentor/mentee relationship and how these fit into Twilight School's design. The second meeting utilized the syllabus from the college course to specify those requirements and objectives for which the preservice teachers would be responsible. Knowledge of course content and reviewing specific instructional designs were provided in order to help the preservice teacher make the transfer from theory to practice. The designation of a seminar time from 6:00-6:30 p.m. was to be provided so that the mentors and preservice teachers would have an opportunity to discuss lessons, plans, difficulties which may be encountered. They would also share experiences and document the preservice teacher's participation in a variety of activities designated by the curriculum of the college course. A time designated folowing the tutorial was specified and led jointly by mentors and college instructors to futher enhance integration. Questions regarding the use of materials, amount of "real time" which would be required, and payment schedules were answered. Also specified was the designation of the final week of the session as a

time for evaluation of the children and conferencing with the parents.

At the same time, the writer secured locations for the operation of Twilight School, ordered materials and began accepting enrollment. By this time, the local school district had replied to the writer's request for advertising in the public school, but rejected the proposal. The reason given was that typically, doctoral students are involved in nonrevenue projects and because of the fee. They did not feel that it was appropriate to support Twilight School.

Enrollment and billing procedures began. When a parent called to enroll children in the Twilight School, the procedures consisted of mailing out a Parent Application (see Appendix E) and checklist of skills appropriate to the child's grade level (see Appendix F). A letter detailing the procedures, times and directions to the school was also provided. Questions from the parents were answered as fully as they could be, with two questions being asked most often: what would the student/teacher ratio be and did we really expect that reading scores would improve in eight weeks. The writer responded that until college and Twilight School

enrollment was complete, we would not know the ratio of students to preservice tutors but expected to be able to keep the number to one or two students to preservice tutors. The writer did not promise significant reading gains, more from the standpoint of not knowing the individual children than from being wary as to the potential of the program. However, it was stressed that one outcome likely to occur was that the child would develop greater confidence in his/her skills, increasing the likelihood to read. More time spent reading might result in some change. When it was apparent that a child had learning difficulties which could not be met in Twilight School, the parent was referred to a program which could meet the child's needs more appropriately.

Until this time, the writer had been responsible for all of the operational and organizational details. From this point, the Coordinator contributed to the overall planning and organization of the first session. Upon receiving the application, checklists and report cards, the Coordinator wrote behavioral objectives and designed a computer assisted instructional program which matched those objectives. The computer specialist from the writer's setting programmed the lessons. The Coordinator also worked with the mentors to design the first

evening's lesson, to be presented via direct instruction for the preservice teachers' observation. Follow up activities were provided for individual children's needs.

The scheduling provided for three 20-minute segments, including directed lesson, computer assisted instruction and follow up activity. Grade level groups rotated through each different segment so that the computer lab would be used during the entire hour. This also allowed the lab not to be overcrowded and made it easier for the adults to be positioned close to the child with which s/he was working. One desire was to have the children participate in activities which could be taken home each evening so the parents would be able to have an indication of what the child was doing each week. Further, the Coordinator grouped children in pairs according to similarity of needs in the event that there were not enough preservice teachers to offer one on one tutorials.

The first 8-week session of Twilight School opened with an enrollment of 25 children. For this enrollment, three mentor teachers had been hired. The writer had designed a newsletter for the clients to introduce the staff of Twilight School. These were distributed the

first evening. Fifteen volunteer preservice teachers were brought to Twilight School after a short introduction at the beginning of their first class meeting. This meant that each mentor supervised five preservice teachers.

When the children arrived, the parents made the first payment and were able, in most cases, to have a brief tour of the computer lab and areas in which the childrer were going to work. They met the mentor teachers and got acquainted for a few minutes while waiting for the preservice teachers to arrive. When the preservice teachers arrived, the mentors followed the schedule, either taking the children to the lab or presenting a lesson for observation. Preservice teachers selected the age group with which they wished to work and were assigned either one or two students. They exchanged telephone numbers with the mentor teachers and returned to their regular class meeting.

The second through seventh weeks provided the mentors and preservice teachers with the seminar time, as designed originally. For the second week, preservice teachers observed a lesson demonstrated by the mentors and then worked with the children on the computer lessons and follow up activities. As the weeks progressed, the

mentor became less involved with the children's instruction, providing guidance, feedback and demonstrating only when necessary. The seminar sessions for all students prior and subsequent to lesson implementation and additionally as deemed necessary by mentor or preservice teacher provided a successful conduit for ideas and instructional practices.

Operational procedures required that advertisement for the second session be initiated during the second week. This was done again through the university's public relations department. On Week 4, the writer sent out notices regarding final payment and to notify parents of the conferences which would be given on the eighth evening. The following week, payments were collected and reenrollment registrations were distributed. The evening designated for Twilight School changed for the second session to meet prior scheduling arrangements of the college.

Due to the number of calls received for the second session, it became necessary to ask for a $20.00 deposit, with the two payments being made as before, on Weeks 1 and 5, but in $50.00 installments. Additional mentors were utilized in order to meet this need.

On the eighth evening, children were given a short individual reading inventory based only on the objectives which had been specified for them. The results of these evaluations and the activities in which the children had participated were shared with the parents by the preservice students and supervised by the mentors. Mentors filled out Mentor Questionnaires (see Appendix C) for the purpose of formative evaluations. Parents completed the Parent Evaluations (see Appendix D).

Parent evaluations indicated that they would like more conferencing time during the 8-week session. Further, they suggested the use of pretests as opposed to the checklists for evaluating the children's progress. Changes were made for the second session related to the pretest suggestion. However additional conferencing time was not workable due to the short amount of contact time provided by the program design. A letter was designed for the second session indicating that parents could reach the mentor for an "update" during the session if they wished.

Enrollment for the second eight week session was 42. As mentioned, additional mentors had been hired and the volunteer preservice students were solicited. The session operated as described before, including the

billing and advertising procedures. Preservice teacher volunteers participating for a second time took part in activities differing from their first involvement. Those activities were of a more complex nature, in the cognitive and performance areas. Again, when it was time to inform the parents of reenrollment, the evening was changed, this time to Tuesday. Because the third session would be carried out through the summer, new mentors were also trained. The number of children enrolled for the next session was 36, with four mentors.

For this session, the format changed slightly from volunteer basis to that of required participation. All aspects of Twilight School ran smoothly as the instructor required participation and worked closely with the Twilight School staff to ensure that transfer of knowlege from course content to field experience was facilitated. It was for this session that enrollment was closed due to the number of preservice students enrolled in the class and the program design to facilitate, as closely as possible, one to one or one to two tutorial. Another change for this session included the monitoring and charting of preservice students' participation in selected activities by the mentor teacher. This had not

been an issue before as volunteers had been used.

For the fourth session, the evening was changed to Friday. Enrollment was only 16 children but was not an issue as only 11 preservice teachers were enrolled in the course. Again, the instructor required participation and the course design and requirements facilitated experience in Twilight School. Operationally, Twilight School continued as described. More materials were ordered, largely for the higher grades as the setting, an elementary school, was limited in what was available and enrollment for children in grades six to eight continued to increase. This fourth session completed the requirements of practicum but did not conclude Twilight School.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problems addressed by this problem were two-fold: first, the issue of teachers not having enough time to participate in professional development opportunities due to a need to supplement incomes and secondly, the need in the community for affordable, convenient tutorial services. The solution was the development of a Twilight School. Twilight School provided reading tutorial services for children in grades kindergarten through eight. This was accomplished through the use of mentor teachers for preservice teachers participating in a Career Development Program for a degree in education. Typically, these students are employed full time and are taking these evening courses in order to change careers. The opportunities for exposure to classroom settings and children of differing grade levels are limited. Another practicum, aimed at changing those opportunities for field experiences operated in tandem with this practicum.

There were 4 objectives and 2 target populations for this practicum. All objectives were met for both groups.

Results of questionnaires completed by mentors and parents provided the documentation. While no number goals were set, the criteria which was set was high for meeting the objectives successfully. Of 119 children participating in the program, 98 parent evaluations were returned. All of the mentors and the Coordinator returned theirs, but not for multiple sessions unless they had additional suggestions for change. It should also be noted that when children were enrolled for multiple sessions, often the parent would not return the repeat evaluations.

Objective 1 : The first objective was to increase, for all participating teachers, the amount of time spent in professional development activities when it was not otherwise required. All teachers reported increased time in professional development opportunities as a result of their experience in Twilight School.

Other outcomes shared which relate to the first objective include the opportunity to become more reflective of one's own teaching style. Seven mentors specified that their participation in Twilight School caused them to evaluate not only personal teaching styles but to investigate materials and methodology which they had not used previously. Enhanced knowledge of

preservice students' concerns regarding teaching and prior experiences with children was also a benefit of the mentor role. Last, five mentors related that an overall sense of appreciation for their efforts toward the preservice students and the children was felt. Working with a population different from the work setting gave them valuable insight and also offered the opportunity for them to make comparisons between private and public education. Another comment provided by several mentors was that they felt their leadership and communication skills had improved. Suggestions provided by the mentors included lengthening the sessions to 12 weeks, which was not feasible and more time scheduled for meeting with the preservice teachers.

Objective 2: The second objective sought to alleviate the time constraints associated with private tutoring for supplementing income by providing a common location and reliable days and hours. To be successful, half of the teachers needed to report that they spent less time in preparation or associated tasks than required of private tutorial. In this instance, one teacher responded that this was not true for her. Others indicated that less travel time alleviated the

constraints of private tutoring. One of the mentors participating during the summer session indicated that having one place to go to was more beneficial and reliable than going to private homes, and often finding the family gone or involved in some activity which was interrupted by the tutoring.

Objective 3: The third objective specified that all teachers would report an increased income and greater reliability of income from participating in Twilight School. With the exception of one, all teachers reported both increased income and greater reliability of income. The one teacher responding negatively offered explanation by way of dissatisfaction with being paid in one lump sum at the end of the session. As this was not within the control of the writer to change, and since that was specified initially in mentor training sessions, it is felt by the writer that the objective was met to the best of the ability of the program. This same mentor reported that the compensation was not adequate. Two teachers reported that they liked the flexibility of participating, then declining during subsequent sessions, and knowing that if the program continued, they would have the added opportunity and source of income. This was a distinct advantage over having to wait for

referrals from friends or calls to the school. And, again, it was a full eight weeks of reliable income.

Objective 4: The fourth objective focused on parental evaluation of the program. The criteria for success was specified as half of the participating families. This level was achieved in all areas, with some areas indicating a great degree of approval. The objective was specific to three areas: amenabilty, or the appropriateness of the instruction to the child's need, accessibility, or convenience of location and finally, affordability.

Given three choices, the parents responded to each descriptor by yes, somewhat or no. Of 98 responses, no parents indicated that the instruction had been inappropriate. Instruction was reported as somewhat appropriate by 13 parents and by 85 as very appropriate. Other indicators reflective of the quality of instruction included such items as seeing improvement in the child's school work and improved confidence, on the child's part, in reading skills. The responses of 54 parents indicated that they, or the child's teachers had seen a change in skill level, with 40 indicating some change being noticed. Only four parents indicated that

there had been no change in skills. Parents of 66 childen indicated a change in the child's level of confidence with only two indicating that the child's confidence had not improved.

The location was reported as easily accessible by 70 parents, with 18 indicating that it was somewhat convenient and 10 that it was not convenient. This did not surprise the writer as the publicity received via the newspaper articles was picked up by locales much further north than specified originally. Some parents indicated that they drove three-quarters of an hour to attend, but that because their children had enjoyed the program, felt it was worth the time spent traveling. Many parents requested that the program be continued at the north campus of the laboratory school, which would then be more convenient for them and broaden the population which could be served.

The third component, affordability, was overwhelmingly successful. No parent indicated that the program was not affordable. It should be noted, however, that two children stopped coming when the parents could not pay. Although they did not share this concern with the writer at that time, their checks were returned uncollected. The writer attempted to make other

arrangements with the parents but they offered other excuses for the withdrawal.

A narrative section was provided for additional comments related to parent perceptions of Twilight School. The most frequent comments requested additional nights or longer periods of instruction. The parents reported that the children found no negative aspect. In some cases, the parent felt that continuing with the same tutor would have been beneficial. They also commented that keeping the evening consistent would have helped, although they had been so pleased that making arrangements for differing nights was less awkward than not having Twilight School available. One of the most significant and frequent comments for the writer related to the affective gains of the children. The parents reported that the children had grown in confidence in their reading skills, even when the teacher had not noticed significant gains. The parents felt that this was at least as important as skill development as they apparently understood the relationship between self concept and learning.

Discussion

The mentorship program provided by Twilight School afforded mentors an opportunity to participate in professional development that was new to them. The experience of collaborating with the college was positive from the aspects of providing the teachers with an opportunity to reflect on personal teaching skills and become familiar with concerns of preservice teachers. The results substantiated others found in the literature which recognize the value of the classroom teacher in the preservice teachers' experience. Twilight School provided the preservice teachers with a resource which has been demonstrated as viable for psychological growth for both the mentor and mentee (Clemson, 1987; Hirsh & Powell, 1991; Thies-Sprinthall & Sprinthall, 1987).

Alleviating the time constraints associated with private tutoring was successful for most of the mentors. Recognition of the mentors' skills and the value of their time in the way of a stipend for mentoring was supported in the literature (Littleford, 1984; Williams, R., 1983). Providing the time, clientele and materials within the setting also proved to be one of the more attractive

features for the mentors and validated prior research (Hecker, 1986; Wise & Shaver, 1988).

The comments offered by parents and explained previously indicated that Twilight School had the same results as other tutorial programs reported in the literature regarding self concept and development of academic skills (New York City Board of Education, Office of Educational Assesment, 1987). The benefits of participation in Twilight School as reported by the parents provided further evidence that tutorial programs meet a need in slowing the downward academic trend in achievement (Chandler, 1988; Michigan State Board of Education, 1990).

In summary, it is apparent that Twilight School met a variety of needs. It provided consistent, reliable opportunities for professional development and salary enhancement. It also provided the community with a valuable service for children experiencing reading difficulties. Further, it provided what could be a significant association between the college program and laboratory school.

Recommendations

Mentors and parents indicate that Twilight School is of great enough value to be continued. The writer has received numerous calls requesting that tutorial services be extended to include math and other content areas. The specified grade levels do not need alteration, as only four calls were received with requests for higher grade level services.

The writer would recommend continuation of the program as it currently exists with two significant recommendations. The college and cooperating instructors should require participation rather than offer it on a volunteer basis. Secondly, scheduling on consistent evenings from term to term would be beneficial. Recommendations relative only to Twilight School would suggest that a tutorial program be available which would reach children needing help intermittently, as opposed to regularly. For instance, one mentor might be available on the given evening for any "drop in" student needing assistance. As this would be very difficult to plan for, it may be more feasible for the Coordinator to take over this role, as she is always present and the duties fluctuate more so than for the mentor teachers.

It may also be time for math tutorial services to be offered, depending on the interest of college instructors in pertinent courses in order to secure preservice teachers. Mentor teachers from the writer's setting but in the upper grades could also participate as at the upper levels, the content becomes more specific, such as in algebra or geometry.

Dissemination

This practicum will be submitted for presentation at conferences or seminars focusing on community tutorial services. The dual practicum has potential for a greater audience. Submission to college level conferences has been initiated. The practicum should be shared with other colleges offering evening educational majors and with corporations seeking to establish on site educational facilities for their employees' children.

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APPENDIX A

MISSION STATEMENT

_____ School Mission Statement

The major purpose of the School Center is to provide a variety of alternative educational environments for children and adolescents in the _____University and _____ communities. In the _____University continuum, the School Center programs offer young children and adolescents, in the average to gifted range of ability, the opportunity for college and life preparation through the acquisition of those pre-professional skills and ethics, necessary for success in twenty-first century America.

The School Center programs are committed to achieving and demonstrating those elements of learning, teaching, and technology that comprise "excellence in the classroom".

The School Center is committed further, to providing the professional and educational community with its theoretical and practical resources, thereby enhancing and impacting elementary and secondary public education both locally and nationally.

APPENDIX B

TEACHER/MENTOR SURVEY

TEACHER/MENTOR SURVEY

The purpose of this survey is to collect data regarding the professional activities of private school teachers. Please take a few minutes to answer the following questions so that we can more clearly define needs and explore the most effective means of meeting them. Please answer by marking either "Yes" or "No" for each. When it is appropriate, please circle the answer which best describes you.

1. Do you participate in opportunities for professional development other than that required for recertification? YES NO

2. If so, how many hours in the past year?

3. How many hours do you spend in classroom preparation (outside of regular school hours) per week? <5 5-7 8-10 10+

4. Other than the mini conference in which all staff members participate during preplanning and inservice days, does the school provide professional development opportunities? YES NO

5. If so, describe them

6. Does the school provide opportunities for you to enhance your salary other than summer curriculum development projects? YES NO

7. Do you work outside of school in order to supplement your income? YES NO

8. Are you currently, or have you in the past, tutored children as a means to supplement your income? YES NO

9. If so, how many hours a week has this required? 3 4 5 6 7 8

10. What is your average "travel time", including going from location to location? <1 hr. 2-3 hrs. 3-5 hrs.

11. What is your fee per hour? $10-20 $20-30 $30+

12. From what sources do your clients come:

other schools	YES	NO
friends, or word of mouth	YES	NO
referrals from school	YES	NO

13. Would you be interested in mentorship of preservice students in order to:

-supplement income	YES	NO
-develop professionally	YES	NO
-both	YES	NO

Please feel free to provide any other comments regarding the issues of professional development and salary enhancement.

Thank you for your thoughtful responses!

APPENDIX C

MENTOR EVALUATION

Mentor Evaluation

Thank you for your interest in participating in this program. The goals are two-fold: to provide you with an opportunity to engage in professional development while supplementing your income. You will be sharing your expertise with preservice teachers in the education department of our college. Additionally, the community will be provided with affordable tutorial services.

Please take a moment to circle a response to the following questions. These questions will be utilized later as an evaluation of the program.

PROFESSIONAL DEVELOPMENT

1. How many hours, since the beginning of this school year, have you engaged in professional development activities which were not required either by the school or for recertification purposes? <5 5-10 10+

2. In what tyes of activities do you participate in order to broaden your expertise

   a. reading professional books YES NO

   b. participating in collaborative programs YES NO

   c. exploring various topics such as use of technology, instructional or management techniques YES NO

   d. designing workshops YES NO

   e. other (please specify)

3. Does your participation in these activities encourage you to reflect on your own teaching strengths/weaknesses? YES NO

   Pleasse describe:

4. Have you been able to share your expertise with:(Check all that apply.)

   a. other professionals YES NO

   b. interns YES NO

   c. education students YES NO

SUPPLEMENTAL INCOME

1. Do you need to supplement your income ? YES NO

2. If so, how do you do this: (Check all that are applicable.)

   a. part time employment out of field YES NO

   b. tutor privately YES NO

   c. teach at college level YES NO

   d. teach in adult education courses YES NO

   e. other

3. If you tutor, is it regular and consistent? That is, are you able, from one term to the next, to depend on the number of clients or the number of sessions required to meet your financial needs? YES NO

4. If you tutor, does tutoring serve the purpose of broadening your professional development? YES NO

TIME

1. Does the time you need to spend supplementing your income impact the time you may be able to spend in pursuing professional development? YES NO

2. How many hours do you currently work to supplement your income? <5 5-10 10+

****

1. Would you prefer that you had more time for professional development? YES NO

2. Would you prefer that your outside source of compensation be reliable as opposed to haphazard? YES NO

3. Would a combination of the above two factors interest you? YES NO

APPENDIX D

PARENT EVALUATION

Parent Evaluation

We appreciate your participation in our Twilight School and trust that it has been a successful experience for both you and your child. Please take a moment to help us evaluate the program so that we can make necessary adjustments in order to provide for the continued success of the children as well as for the program.

Please circle the response which best reflects your feelings about the program. Please indicate either a "Yes ", "Somewhat (S/W),or "No" response for each item. Your honest response will help us capitalize on the effective aspects and alter those which need to be changed.

Again, thank you for your replies and for your cooperation through the past eight weeks. It has been a pleasure to work with you and your child.

1. The activities covered your child's area of need.	YES	S/W	NO
2. You, or your child's teacher saw an improvement in the child's work at school.	YES	S/W	NO
3. Your child feels better about his/her reading skills.	YES	S/W	NO
4. The relationship between tutor and child was friendly.	YES	S/W	NO
5. Your child's progress was shared with you in a clear manner.	YES	S/W	NO
6. Tutoring was efficient.	YES	S/W	NO
7. Was convenient in terms of location.	YES	S/W	NO
8. Was reasonable in price structure.	YES	S/W	NO
9. Enrollment procedures were clear and easy.	YES	S/W	NO

10. Billing procedures were efficient. YES S/W NO

11. Would you reenroll in the Twilight School? YES NO

What was the most attractive feature of the program for you? for your child?

What was the least attractive feature of the program for you? for your child?

Again, thank you for your time and thoughtful responses.

APPENDIX E

PARENT APPLICATION

PARENT APPLICATION

It is our belief that all children are unique. It is the purpose of this project to enhance the educational growth of your child in a positive manner by providing tutorial services commensurate with your child's unique needs. Please take a moment to answer the following questions so that we may design the most appropriate program for him/her.

Thank you for your time and trust.

Parent's Name_____
Address_____ City_____Zip_____
Phone_____ Emergency Number_____

Child's Name_____

Date of Birth_____

Age_____

Grade in School_____ School _____

Child's favorite subject_____

What does your child like to do in his free time at home?

_____
_____

Have you, prior to this program, ever pursued private tutoring for your child?_____

Was tutoring recommended for your child?_____

If so, by whom?_____

Did you follow through with having your child tutored?_____

If not, why? (scheduling difficulties, distance, cost, etc.)

_____

Please attach a copy of your child's most recent report card so that we may begin to group children with similar needs.

The following pages contain lists of reading skills. Please use those which pertain to your child's grade level. Please check (+) the skills which give your child the most problem,

(page 2 of parent application not included in copy received by ERIC)

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APPENDIX F

SKILLS CHECKLISTS

SKILLS CHECKLISTS
Grades K-2

Please (+) those skills which you think, or you child's teacher has indicated, could be improved through additional instruction. Feel free to ask questions if you are unsure of any of the descriptions.

Readiness/Word Identification/Phonics

____ Identification of upper case letters (A,B,etc.)

____ Identification of lower case letters (a,b,c)

____ Classfication by size, color, shape

____ Recognition of rhyming words

____ Identification of consonant sounds

____ Identification of short vowel sounds (cat, fed, hit)

____ Identification of long vowel sounds (cake, kite, bean)

____ Recognition of basic sight words (color, number, utility words, those in current readers, days, months) appropriate to level

____ Ability to "sound out" words

____ Spelling

Comprehension

____ Identification of main idea

____ Recall of detail

____ Predicting outcomes

____ Distinguishing between fantasy and reality

Structural Analysis

____ Use of endings such as -s,-es, -ies

____ Use of endings such as -ed,-ing

____ Use of endings such as -er, -est

____ Use of compound words appropriate to level

____ Use of contractions appropriate to level

Composition

____ Use of punctuation

____ Use of capitalization

____ Ability to write complete sentences

Handwriting

____ Ability to print upper case letters (A,B,C)

____ Ability to print lower case letters (a,b,c)

____ Directionality of letters

____ Directionality of numbers

Skills Checklist
Grades 3-5

Please (+) those skills which you think, or which your child's teacher has indicated, could be improved through additional instruction. Feel free to ask questions if you are unsure of any of the descriptors.

Phonics

____ Identification of short vowel sounds (cat,hit, mud)

____ Identification of long vowel sounds (cake, like)

____ Identification of vowel sounds in combination (beet, rain)

___ Identification of digraphs and blends (bl, br, gr, st, nd, lk)

____ Identification of dipthongs (oy, oi)

____ Identification of r controlled vowels (ar, er, ar, or)

Vocabulary

____ Use of synonyms (similar meanings)

____ Use of antonyms (opposites)

____ Use of homonyms (words which sound the same, or are spelled the same, but have different meanings)

____ Use of prefixes (re-, un-, dis-, etc.)

____ Use of suffixes (-ly, -ness, etc.)

____ Use of possessives

____ Appropriate use of verb tense

Comprehension

____ Recognition of main idea when stated

____ Recognition of details

____ Identification of topic sentences

____ Stating cause and effect

____ Locating information to verify answers

____ Predicting outcomes

____ Inferring relationships

____ Recognizing story elements (character traits, humor, seriousness)

____ Predicts/infers sequence of events

____ Recognition of similarities and differences

____ Drawing conclusions

Study Skills

____ Following written directions

____ Use of dictionary

____ Use of table of contents

____ Use of maps or other diagrams

____ Proofreading

Writing

____ Writing complete sentences

____ Writing topic sentences

____ Writing paragraphs

Skills Checklist
Grades 6-8

Please (+) those skills which you think, or your child's teacher has indicated, could be improved through additional instruction. Feel free to ask questions if you are unsure of any of the descriptors.

Word Identification\Vocabulary

____ Recognition of basic sight words appropriate to success at grade level

____ Application of phonic analysis for unknown or content specific terms

____ Appropriate use of prefixes and suffixes

____ Syllabication of multisyllabic words

____ Application of context clues for meaning of unknown words

Comprehension

____ Location of topic sentences and details

____ Stating main idea in oral or written form

____ Providing answers to questions of either a literal or factual content narrative

____ Providing answers to questions requiring drawing conclusions, summarizing or generalizing

____ Critical evaluation of material

____ Distinguishing between fact and opinion

Study Skills

____ Use of textbook aids

____ Use of dictionary

____ Note taking
____ Outlining

____ Study strategy such as SQ3R

APPENDIX G

JOB DESCRIPTION: MENTOR COORDINATOR

Job Description: Mentor Coordinator

The Coordinator of Twilight School shall possess an advanced degree in the area of reading, elementary education or learning disabilities and have at least seven (7) years of classroom experience. Additionally, the Coordinator shall have demonstrataed instructional proficiency or be otherwise identified as a "master teacher' by references from employers or peers.

The responsibilities of the Coordinator shall include:

*interfaace with college faculty and laboratory school for the purposes of curriculum development and procedural guidelines for the efficient operation of the mentor program;

*attend mentor training classes

*coordinate and assign mentors to preservice teachers

*provide supervision of mentors and guidance related to ongoing relationships between mentors and preservice teachers

*accept parent applications for clients

*write behavioral objectives for clients

*group and schedule clients according to need

*as program expands, assume responsibility for billing

APPENDIX H

INDIVIDUAL INSTRUCTIONAL PLAN

Individual Instructional Plan

STUDENT'S NAME _____

GRADE _____

TUTOR_____

MENTOR_____

INSTRUCTIONAL AREA _____

BEHAVIORAL OBJECTIVES:

1._____

_____

2._____

_____

INSTRUCTIONAL STRATEGIES:

_____

_____

_____

INSTRUCTIONAL MATERIALS:

_____

_____

APPENDIX I

JOB DESCRIPTION: MENTOR

Job Description: Mentor

A mentor for the Twilight School shall possess a minimum of five years of classroom experience and have demonstrated proficiency as identified by the team leader or other administrator at the laboratory school. Additional characteristics should include the ability to work with other professionals and assume a leadership role. The applicant should indicate a desire to develop supervisory and enhance leadership skills. Financial need will also be considered.

Responsibilities will include:

*meetings with college faculty for definition of expectations of mentors and preservice teachers

*attendance at training sessions

*weekly meetings with assigned preservice teacher prior to each instructional session for approval, suggestions related to plans, materials to be used in tutorial session

*weekly meetings following instructional sessions, or scheduled at the convenience of both mentor and preservice teacher for the purpose of guidance, feedback, planning for subsequent sessions

*demonstration of specified instructional practices as enumerated by college instructors